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The *Latin Leaflet* is issued by the Department of Classical Languages  
in the interest of Latin teaching in the high schools of Texas.  
Editor.

Roman Vergil, thou that singest Ilion's lofty temples robed in fire,  
Ilion falling, Rome arising, wars, and filial faith, and Dido's pyre;  
Landscape lover, lord of language more than he that sang the Works and  
Days,

All the chosen coin of fancy flashing out from many a golden phrase;  
Thou that singest wheat and woodland, tilth and vineyard, hive and horse  
and herd,

All the charm of all the Muses often flowering in a lonely word;  
Poet of the happy Tityrus piping underneath his beechen bowers;  
Poet of the poet-satyr whom the laughing shepherds bound with flowers;  
Chanter of the Pollio, glorying in the blissful years again to be,  
Summers of the snakeless meadow, unlaborious earth and oarless sea;  
Thou that seest Universal Nature moved by Universal Mind;  
Thou majestic in thy sadness at the doubtful doom of human kind;  
Light among the vanished ages; star that gildest yet this phantom shore;  
Golden branch amid the shadows, kings and realms that pass to rise no  
more;

Now thy Forum roars no longer; fallen every purple Caesar's dome—  
Thou thine ocean-roll of rhythm sound forever of Imperial Rome—  
Now the Rome of slaves hath perished, and the Rome of freemen holds  
her place;

I, from out the Northern Island, sundered once from all the human race,  
I salute thee, Mantovano, I that loved thee since my day began,  
Wielder of the stateliest measure ever moulded by the lips of man.  
(Tennyson, On the Nineteenth Centenary of Vergil's Death.)

## VERGIL'S LIFE

Vergil is one famous man about whose life we know little. His character we may discern in his verses and the few facts we have of his life we have gleaned from a biography by Suetonius, long ago lost, but which other early authors have quoted. Vergil was born October 15, B.C. 70 at a small village, Andes, near Mantua, a well-known Italian city. His father, a man of humble origin, had amassed a small fortune by buying up tracts of land and by keeping bees. Until he was fifteen, the poet lived at Cremona; then he went to Milan, and finally to Rome where he studied under the best masters in literature and philosophy.

After finishing his education, he returned to his boyhood home and there lived quietly. Strange to say, Vergil, we learn, was shy and halting in conversation, for he loved to study and preferred to spend his time that way. His quiet life was disturbed by the overthrow of the Republic and the establishment of the Empire: his farm was confiscated and he went to Rome, where he won the favor of Octavius. At Rome he was surrounded by friends and admirers, who loved him for the sweetness of his disposition and for his modesty.

Not long before his death (for he was always in ill health and it is thought that he died from tuberculosis) Vergil visited Greece where he hoped to study and perfect the *Aeneid*, his last and greatest work. He was persuaded by Augustus, however, whom he met in Athens, to return to Italy. The hardships of the voyage were too much for him and he died soon after reaching Brundisium, in 19 B.C. His body was buried at Naples, where Italians today point out his traditional burial place.

Vergil was a tall, dark man, rustic and awkward in appearance. He was shy and of a retiring disposition, as has been indicated. Naturally careful and exact, he polished over and over again everything he wrote. With a modesty characteristic of himself, on his death bed, realizing that the *Aeneid* still possessed imperfections, he asked that the poem be burned. The Emperor himself interfered to prevent the destruction, as we learn from Pliny.

"D. Augustus Carmina Vergilii cremari contra testamenti eius verendum vetuit: maiusque ita vati testimonium contigit, quam si ipse sua carmina probavisset."

Hist. 7, 30.

## SOME SUGGESTIONS FOR SCANNING VERGIL'S HEXAMETER

## 1. Meter.

*Dactylic hexameter.* *Dactyl* (— — —) comes from the Greek word *daktylos*, a finger. There are six feet to the verse. The word *hexameter*, likewise from Greek, means six measures.

The only substitute for the dactyl is the spondee (— —). This word also comes from the Greek and means *a pouring*. (The English word "spend" comes from the same root.) Our long notes, as in the Doxology, will illustrate the time of the spondee and will serve to remind us that this measure was slow and dignified. Regularly the sixth foot is made a spondee if it is not so in reality—that is to say, the last syllable is held for a full beat. A spondee may come anywhere in the verse but is extremely rare in the fifth foot.

## 2. Length of Syllables.

\* (1) A syllable is long by nature:

- (a) if it contains a long vowel;
- (b) if it contains a diphthong.

(2) A syllable is long by position:

- (a) If it is followed by a double consonant (x) or by two consonants alike (ll) or different (sc).

*But a single consonant followed by l or r sometimes leaves the syllable short.*

3. Elision (ex+laedere=*to strike out*).

A final vowel or a vowel with m (am, em, um, im) is always elided before a word beginning with a vowel or with h. In reading, this vowel is slurred (or by some omitted).

4. A *caesura* (from *caedere*, to cut) is a pause where a word ends within a verse foot. Theoretically, there may be a *caesura* within each foot; for instance:

VI 858. *Sistet, eques sternet  
Poenos Gallumque rebellem.*

This verse has five *caesurae*. As a matter of fact, only one or two *caesurae* are metrically important, and they occur where there is a break in the thought as well, as in the first and the fourth foot in the verse above.

- (1) If the thought breaks in the middle of the verse, or if there is no distinct break in the thought, automatically the *caesura* falls in the third foot ("the half-way house"):

VI 854 *Sic pater Anchises, atque  
haec mirantibus addit.*

VI 806 *Et dubitamus adhuc virtute  
extendere vires.*

In 854 there is a distinct break; in

\*See Leaflet No. 1 for vowels long by compensation.

806 the pause after *adhuc* is automatic.

(2) The thought very frequently breaks within the second foot: Bk VI 530 *Instaurate*; 532 *atulerint*; 540 *hic locus est*.

(3) The thought often breaks within the fourth foot:

Bk VI 458 *Funeris heu tibi causa fui*.....

Bk VI 502 *Cui tantum de te licuit?*

(4) The thought often breaks both in the second and in the fourth foot:

Bk VI 198 *Observans, quae signa ferant, quo tendere pergant*.

Bk VI 809 *Sacra ferens, nosco crinis incanaque menta*.

### 5. Punctuation.

The marks of punctuation often make the *caesurae* easy to recognize:

Pauses often come where commas, semi-colons, colons, periods, and interrogation points fall. Bk VI 791, 792, 845, 870, 883, 893.

### 6. Syntax.

Syntax is an aid to phrasing.

(1) A word is not often separated from its modifier: Bk VI, 503, 505, 51486, 469, 473, 440.

(2) A pause comes before *et*, *ac*, *atque*, *at*, *autem*, unless an elision occurs; then it falls immediately after these conjunctions. Bk VI, 326, 380, 429, 542.

(3) A pause comes before *sed* and *vel*: Bk VI, 319, 304, 873.

(4) A pause usually comes before a word which has the enclitic *que* or *ve*: Bk VI, 726, 733, 737, 552.

*Note.*—In the latter half of the verse, a noun and its modifier are often separated, the word coming between determining the syntax. Among many other examples are the following:

(1) Ablative of description (with noun in between) B.I. l 164, 167, 469, 490, 649, 711.

(2) Ablative of specification (with adjective in between) B.I. l 228.

(3) Ablative of separation (with verb in between) B.I. 568, 647, 753, Bk IV. 574.

### 7. Dieresis.

A *dieresis* (a Greek word meaning separation) is a pause where a word and a verse-foot end together. Theoretically, there might be six such pauses in the hexameter. Only one is commonly emphasized. This *dieresis* occurs at the end of the first foot, particularly when the thought comes

around from the previous verse: Bk. IV, 325, 326, 331, 424, 641, 689, 702 704.

### 8. The Main Thought.

The main thought of a verse is often found in the first half; the first word is often the key to the thought.

*Examples:* Bk I, l 27; 35, 54, 56, 204; Bk II, 33, 45, 123, 129-138, 337-339, 381-383; Bk VI, 388-391.

### 9. "Verse-Fillers."

The latter half of the line is usually an amplification of the thought found in the first half: see lines under 8 above.

### 10. "Pick-ups."

The student should learn to pick up the meter of the latter half of a verse.

(1) If the foot is a dactyl (— ◡ ◡), the pause may come after the thesis (— // ◡). Then the latter half begins with two short unaccented beats. This pause is called a *masculine caesura*. Bk IV, 172, 177, 220, 224, 230.

(2) Occasionally the pause comes after the first unaccented beat (— ◡ // ◡). Then the "pick-up" is on the second unaccented. This pause is called a *feminine caesura*.

(3) If the foot is a spondee (— —), the pause, if a *caesura*, comes after the thesis (— // —). The latter half begins with a long but unaccented beat. Bk IV, 175, 176, 184, 186, 187.

(4) After a dieresis the "pick-up" is on a long and accented beat. Bk. 185, 231, 253, 261, 271.

11. Let it be kept in mind that there is a larger division of the verse than that of feet. The division into feet is mechanical. The students should be trained both to write and to read according to feet until they can do it automatically. Then they should be required to read aloud according to the larger groups of words, going from pause to pause. It is a good practice to have the students on one side of the room read to the *caesura* (or to the first *caesura*, if there are two) and those on the other side to "pick up" and read the remainder of the verse.

12. It will be found, if pauses are observed, that:

(1) The syntax is simple;

(2) A thought covers a half line, a line, or a line and a half;

(3) In the first half of a hexameter, the prose accent conflicts with the metrical *ictus*, but in the second half they coincide.

13. If word formation has not been given all through the course, it is highly important that students, when they are beginning the study of poetry, become familiar with verb compounds and with suffixes for nouns and adjectives. It is a good plan to have them gather English words (e.g., tenacious, voracious) and turn them into Latin. They should be encouraged to make their own *Word Books*, testing each word in the lexicon before they put it into their lists.

#### A TRANSLATION MADE OF A FINAL EXAMINATION

(By Etta Maddry, a Freshman in the University of Texas, 1922)

Ll. 156-176, Bk VI of the *Aeneid*  
 Aeneas, with downcast look, his eyes  
 fixed on the ground  
 Walks on, leaving the cave, turning  
 over  
 Within himself these puzzling events.  
 With him  
 The faithful Achates goes as a companion,  
 Measuring his steps with equal care.  
 Many things they weave into the  
 conversation between them—  
 What dead companion the priestess  
 had spoken of; what body had to  
 be buried.  
 And when they came, they saw  
 Misenus on the sandy shore, taken  
 by an untimely death—  
 Misenus, son of Aeolus, in comparison  
 with whom none other is more  
 remarkable  
 In arousing men by his trumpet and  
 calling them into war by his song.  
 He had been a follower of the great  
 Hector,  
 And at Hector's side he fought in  
 battles with the bugle, the ensigns,  
 and the spear.  
 After the victorious Achilles deprived  
 that illustrious man of his life,  
 To Dardanian Aeneas this brave man  
 Joined himself as an ally, following  
 no lesser standards.  
 But there by chance while he was  
 imitating the gods with his smooth  
 shell,  
 Thoughtless man, singing against the  
 wrathful gods,  
 Jealous Triton, if the story is worth  
 believing,  
 Snatching him up, had thrown the  
 man among the rocks in the foaming  
 deep.  
 At once all with great cries began to  
 grieve,  
 Especially devoted Aeneas.  
 (Note.—This is left exactly as

written by the student. Note how she has kept the word order and how she has brought out the pictures in the words.)

#### THE TEXAS CLASSICAL ASSOCIATION

Last November at the annual meeting of the Classical Association in Houston, it was decided to try an extra session in the spring. In accordance with this decision, a meeting was planned for April 14 in Dallas. There were approximately one hundred in attendance. Of this number, there were about sixty-five teachers of Latin from Dallas and Fort Worth and from the territory adjacent.

The meeting opened with a luncheon at the Oriental Hotel. Several students from the Dallas schools attended this luncheon, and led in singing Latin songs. The guests of honor were local school administrators, one minister, and several members of the Dallas Parent-Teachers' Association.

Superintendent Kimball in the address of welcome expressed his cordial appreciation of such efforts as the Latinists of the state were making. Mr. Crozier, assistant-superintendent of the Dallas Schools, as toast-master was happy in his introduction of the five who spoke on these Roman Temples: Saturn, Vespasian, Castor and Pollux, Vesta, and the Pantheon. These toasts will be given in full in the first issue of the *Leaflet* next fall. There will be given also a summary of the excellent paper read by Professor McIntosh of Southern Methodist University.

Two things stand out as the result of the business meeting:

1. It was decided unanimously to invite Dr. Herbert S. Hadley, Professor of International Law at the University of Colorado to address the regular meeting in November. It was further decided to make an urgent appeal to the president of the State Teachers' Association to invite Professor Hadley to speak on the general program. Professor Hadley was formerly Attorney-General of Missouri and later Governor of that state. He is an author of high standing, and has published a volume on the debt of modern civilization to Rome.

2. Plans were made to have next spring a "Latin Meet" in Dallas patterned largely on the work of the Interscholastic League.



# BOOKS FOR THE LATIN STUDENT'S LIBRARY

## 1.. Translations of the *Aeneid*:

- (1) Connington, John; Longman, Green & Co.
- (2) Morris, Wm.; Longman, Green & Co.
- (3) Williams, T. C.; Houghton, Mifflin Co.
- (4) Mackail, J. W.; Macmillan & Co.

## 2. Other useful books for the study of the *Aeneid*:

- (1) *The Trees, Shrubs, and Plants of Vergil*—John Sargeant; 1920. Longman, Green & Co. (Oxford: Blackwell).
- (2) *The Growth of the Aeneid*—M. Marjorie Crump; 1920. Oxford: Blackwell.
- (3) *Vergil: A Biography*—Tennet, Frank; 1922. Henry Holt & Co.
- (4) *Vergil and the English Poets*—Elizabeth Nitchie; 1929. Columbia University Press.
- (5) *Beasts, Birds, and Bees of Vergil*—Royds, Thos. Fletcher. Oxford: Blackwell.
- (6) *Vergil and His Meaning to the World of Today*—J. W. Mackail, 1922. Marshall Jones Co., Boston, Mass.

## 3. Miscellaneous books:

- (1) Guerber's *Myths of Greece and Rome*.
- (2) Guerber's *Norse Myths*.
- (3) *A Dictionary of English Synonyms*—Richard Soule. Little, Brown & Co.
- (4) *The Concise Oxford Dictionary of Current English*. The Clarendon Press.
- (5) *Fonolexica*. A Latin-English Pocket Dictionary. International News Company, New York. Price 75 cents.

## DOES YOUR SCHOOL POSSESS A LATIN LEXICON?

The members of the class in Education 125 (a course in methods for Latin teachers), a class made up of college seniors, admitted recently that in high school they not only did not use a Latin lexicon, large or small, but did not even know that one existed.

Let, then, these questions be put to the Department of Latin in every high school in Texas:

1. Has your school a Harper's unabridged Latin Lexicon?

2. Have you some unabridged English Lexicon?

3. Are your students taught each year, at the beginning of the session, how to use these lexicons?

These are some interesting facts that should form a part of the preliminary study of these lexicons.

1. Both lexicons are approximately the same size, covering around 2000 pages each.

2. The English lexicon is approximately 60% Latin in origin. To put this statement another way, a fundamental knowledge of the Latin dictionary will enable any ambitious student to understand also 60% of the English lexicon.

3. Literary English is composite, being made up principally of these three factors: Latin, 60%; Anglo-Saxon and Greek, a little less than 30%. Latin words are marked *L*; Greek, *Gk*; and Anglo-Saxon, *A.L*. It is to be noted that other languages, except French, are seldom given as sources. Latin words often come through the French to get into the English language.

*The Oxford Concise English Dictionary* is one of the best for individual use.

4. Words should be studied under three great heads: roots, prefixes, and suffixes.

5. Root words are best learned by antonyms or by synonyms. Following the natural law of association, two words related in the ways named above, or a group of cognates, or a group of words related on any basis may be learned in less time than an isolated word.

6. A word is first an expression of a physical experience and then an intellectual concept.

7. There are separate groups of roots for each of the three languages that go to make up English roots. In some cases, the same Indo-European root runs through all of these languages. The root *-sta-* (to stand) is one of the best examples for illustrating this fact.

8. Each one of the three contributing languages has its own group of prefixes ranging in number approximately this way: Anglo-Saxon, 12; Greek, 21; Latin, 16. These prefixes are attached for the most part to verb roots, forming compounds that enlarge the meaning of one root at least by a five-fold average.

9. These prefixes express usually a local or topographical relation. In a few cases the relation is temporal. For example, Latin *prae*, poral meaning; i. e., prejudice (*prae* + *iudicare*) is the act of expressing an opinion before one knows the facts; a premonition is a warning beforehand; a prediction is a speaking beforehand. Whereas *pro* in compounds, follows the more usual local idea; e.g., *proceed* means to move forward; *progress* means to step forward.

10. In general, prefix and root come out of the same language, if the compound exists in the source language.

In addition, those compounds that are made in English on the analogy of the original compounds behave the same way; i.e., Latin prefixes attach to Latin roots; Greek prefixes, to Greek roots; and Anglo-Saxon prefixes, to Anglo-Saxon roots. For instance, we have *transfer*, *perceive*; *diagram*, *diameter*; *overwork*, *overload*.

11. There is sometimes an accumulation of prefixes in English compounds; e.g., *superintend*, *misapply*, *misappropriate*, *anti-prohibition*, *by-product*, *disconcerted*, *disillusion*, *inconvenience*, *irreducible*, *unaffected*, *disinclined*, *uncontrolled*. It will be noticed that most of these words are negatives.

12. English has likewise suffixes from three sources: Anglo-Saxon, Greek, and Latin. Just as in the case of the prefixes, root and suffix usually come from the same source, if the combination existed in the source language. Further, many English compounds are made on the analogy of the original source compounds; e. g., *laudable* is from *laudabilis*; from *mobilis*, English gets *mobile*, but on the analogy of *laudable*, there is also *movable*. Many modern English words, however, are derived from mixed sources; e.g., *automobile*.

13. There are suffixes which attach themselves to nouns, approximately themselves to nouns, verbs and adjectives to make nouns. These suffixes come from Anglo-Saxon, Greek and Latin, and express agency, place, instrument, and abstract notions.

14. There are suffixes for adjectives also, approximately in these numbers: Anglo-Saxon, 9; Greek, 1; Latin, 26. The meanings cover a

range something like this: *tendency toward*, *full of*, *relating to*, *made of*, *bearing*, *capable of being*, *quick to*. Careful examination of an English lexicon with these facts in mind should lead to an analysis and an understanding that will enable a student often to arrive at a meaning for himself. Such an examination should inspire the ambitious student with a determination to get a fundamental knowledge of the three languages out of which literary English is made.

## OUTLINE FOR A VERGIL ILLUSTRATION BOOK OF 100 PAGES\*

### Pages:

- 1- 2 Augustus
- 3- 6 Rome
- 7-12 The Trojan War
- 13-14 The Fates
- 15-60 The great gods:
  - 15-18 Jupiter
  - 19-22 Juno
  - 23-26 Neptune
  - 27-30 Venus
  - 31-34 Mars
  - 35-36 Vulcan
  - 37-40 Diana
  - 41-44 Apollo
  - 45-48 Mercury
  - 49-50 Ceres
  - 51-52 Bacchus
  - 53-56 Minerva
  - 57-60 Pluto (also Proserpina and Hades)
- 61-73 Minor divinities and characters associated with the gods:
  - 61. Cupid
  - 62. Triton
  - 63. Orpheus
  - 64. Prometheus
  - 65, 66. Pan
  - 67. Hebe
  - 68. Janus
  - 69. Ganymede
  - 70. Aurora
  - 71. Atlas
  - 72. The Furies
- 74-79 Monsters:
  - 74. Medusa
  - 75. The Minotaur
  - 76. Scylla
  - 77, 78 The Cyclopes
  - 79 Circe; the Harpies

\*The above headings are to be pasted in the pages indicated.

Outline furnished by Frances E. Sabin.

## 80-86 Deeds of the Heroes:

- 80 Theseus
- 81-84 Hercules
- 85 Atlas
- 86 Perseus

## 87-90 Details of Religion

## 91-94 Places

## 95-98 Text Illustrations

## 99-100 Miscellaneous

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 DERIVATIONS

1. From the Latin *cubitus* (cubāre, to lie) meaning elbow, we get cubit, a measure used by the ancients.

2. From *digitus* we get digit.

3. The word calculate comes from *calculāre* which in turn is made on *calculus*, a pebble. The ancients used pebbles in counting.

4. The English words scruple and scrupulous come from the Latin, *scrupulus*, a small, sharp stone. A scruple was originally an apothecary's weight. A scrupulous person as to morals is one whose conscience is directed by a very small weight of evidence.

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 NOTES

The Latin Department of the University of Texas has prepared and put into the hands of the Extension Teaching Division mimeographed outlines for word formation with abundant illustrations for each. These sheets are for sale at a very low price.

We have been publishing in the *Leaflet* work done by students both in high schools and in college. We do this not only because we consider them of sufficient interest to merit publication, but also in order that others may be inspired to do something original and perhaps out of the ordinary.

Attention is called in this issue to a reproduction of a newspaper prepared by Ed. Duggan of Belton High School. The problem assigned to the class reading the *Aeneid* (Bk. 4, ll. 173-797) was to use this material as a suggestion for a newspaper article. The *Carthage Clarion* was a clever result.

An urgent appeal is here made that every person (whether teacher or administrator) receiving this *Leaflet*

send at once his town and street address. Further, it is urged that changes in address be sent promptly. If the *Leaflet* has helped you, please say so on the card containing your address.

It would simplify registration at college, for new students, if teachers in the high schools would keep at hand recent catalogues and advise as to their courses students who expect to enter college. If teachers of Latin believe in their subject, they should influence their best students to continue it in college at least for two years. In this way affiliation can be made to mean something. If the Texas Classical program goes forward as it now promises to do, a large number of Latin teachers will be needed. Who can find them as well as the teacher in the secondary schools? Please do not neglect this appeal.—*The Editor*.

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 THE YEAR'S REPORT

This month closes the year both for the *Leaflet* and for the visits to schools. There have been five issues of the *Leaflet* for 1922-23. In addition, the editor has prepared five articles for the *Interscholastic Leaguer*. A summary of visits follows:

## I. Fall:

- 1. Orange—talks to grades, high school faculty and parents—3.
- 2. Houston—address before State Federation of Clubs—1.

## II. Winter:

- 1. Cameron—talks to grades, high schools, faculty, parents—4.
- 2. Temple—(as in Cameron)—4.
- 3. Belton—talks to grades and high school—3; talks to Baylor College, faculty and students—3.

## III. Spring:

- 1. Austin—English and foreign language groups of teachers of high school—3.
- 2. Austin—woman's club—1.
- 3. Dallas—talks to four high schools (for white children)—12; talk to high school for negroes—1; address before city institute—1.
- 4. Arlington—talk to Grubb's College—1.
- 5. Denton—to high school—1; Teachers' College—1; Practice School—1.

Total—40.

Morning  
Edition

# THE CARTHAGE CLARION

Price One  
Sesterce

The Carthage Clarion, Inc.

Published every day

Editor—Marcus Caucis

## EDITORIAL.

In the pages of the Clarion is a dispatch telling about threatened rebellion in Tyre. The editor does not comprehend how the Tyrians have stood the outrages of Pygmalion this long, as we, the Carthaginians, are of the blood of the Tyrians and it is obvious that we are of a liberty-loving disposition. The king, Pygmalion, is a tyrant in every sense of the word.

## AENEAS SAFE AFTER LONG VOYAGE!

Aeneas arrived safely in our city after seven years of wandering thru many seas. He went to the queen's palace where he was welcomed in great pomp by Dido, Queen of Carthage. In the presence of Dido and her court, Aeneas related some of the trials and hardships suffered by himself and his faithful companions. Aeneas and his fleet had a narrow escape in a recent sea storm. He leaves soon for Italy to establish a colony.

## THREATENED REBELLION IN TYRE.

Tyre, August 1st.—A widespread rebellion has been threatened because of the unpopularity of the king, Pygmalion.

## PIRATES ARE ACTIVE NOW.

Buthrotum, August 5th.—Vessels putting to port here report continued activities of corsairs on the Macedonian coast. Two vessels were plundered by the pirates while three others escaped.

## WEATHER.

As crows flew south yesterday, today will be fair.

Tullius Crassus was sentenced to die to pay the penalty for the most foul murder of Marcus Fulirus, a lieutenant in the Grand Army.

## Buy Your Fall Togas Here!

Always the newest designs  
Satisfaction guaranteed

**PULLIUS & GLAUCUS**

## Hunting Season Has Come

We always have a good supply of bows and arrows

**GRACCHUS & SONS**

## BEST GROCERIES

We do not sacrifice Quality for Quantity. Eat our foods and you will never get sick.

Prompt Delivery.

**GRASSUS & CO.**  
Up-to-date Grocers

## NEW TROY IS BEING BUILT

Troy, July 20th.—The walls of new Troy are being rushed to completion. The city will be more beautiful and glorious than ever.

A great banquet will be held at the Queen's palace tonight in honor of Aeneas.

## AUTUMN FOOT-WEAR

All sizes of sandals in the latest styles. Lowest prices exist here.

**GAIUS PULVIUS, Ltd.**

## RECRUITS! NOTICE!

We have the best and cheapest supply of arms and stallions in city. Come and see us.

The Armory No. 31

## CLASSIFIED DEP'T.

For Sale—a slightly used chariot. Good condition. See M. Mercurius.

For Sale—a nice farm just outside walls. See Publius Laucus.

Stolen—an ivory white stallion. Reward. See G. Pentheus.

Subscribe for The Clarion.

See the Races. (Adv.)